

English Department 2016-2017 Academic Year

What worked well	What did not work well	In the future...
Teaching Argument/Analysis synthesis in that order	Inability of students to grasp strategies to write effective commentary	<ul style="list-style-type: none"> <li>• Holistic essay</li> <li>• Integrating grammar</li> <li>• Transitions</li> <li>• Socratic seminar</li> </ul>
Frontloading ALL content for essay writing: argument, narrative, analysis, expository.	Developing analysis and argument further. Rhetorical analysis. Discovering voice(understanding rhetoric.	<ul style="list-style-type: none"> <li>• Effective commentary</li> <li>• How meaning is conveyed</li> <li>• Why does it matter</li> <li>• What effect is created?</li> <li>• So what?</li> </ul>
LC - structure -> agenda, warm-up, lesson  LC - Posting due dates using SchoolLoop to give students information.	Establishing stations and developing a rotation schedule	I would have the students create a log for their assignments/warm-ups so they keep track of their work.
Mango Street Slide Presentations - EMulations & creative pieces.	Character Analysis essays Essays for Raisin in the Sun using multimedia "text set"	Building confidence w/ narrative writing, but building in more formatting, citation, works cited, research skills, w/in those creative units
2 multi-genre projects that students enjoyed	Not enough time & direct instruction for each piece, due dates for each. Pieces needed to be more flexible end results had too much variation.	More multi-genre assignments, but projects need to truly be finals to allow for more revisions & better quality, design, & creativity.
Having 2 preps made planning easier. I could adapt to other courses when co-teacher was not available to assist w/ planning & instruction.	Never being certain when my co-teacher would be in class or even available to co-plan instruction because they kept getting called out for schoology, assisting others, IEPs, etc.	More effective lesson planning w/ co-teacher
Speech day thursdays	Long essays at the end of the year without enough frontloading	Short understandable assignments with firm due dates at the beginning of the semester.
I was really by student writing at the end of the year. 9th graders wrote pretty cohesive essays that communicated their ideas pretty clearly, their thesis statements and counter-arguments were especially impressive.	I'm bad about assigning and checking homework. I should put more pressure on regular students to get their work done. Note sure how to go about that - maybe call home, esp. In the beginning of the year.	Continue to use killer thesis, essay outline.  Build up longer writing assignment w/ say-mean-matter and quick-writes.
Rhetorical & literary analysis worked well. Using shorter passages from FH51 & TKAMB	-	-
Socratic seminar based on themes & images on film (some like it hot/midnight in paris)	Need to find a better way with Socratic Seminars	Look for advice on that form others.

EMily DickenSON response poem writing	Performing was a bit challenging Need more instruction and modeling	Create slam poetry unit and start with that. Next year Choose more poets/diverse styles
Read close/annotate Rhetorical Clear plan ADVELD	Concept of rhetorical Writing Rhetorically CELDT training Create a mix of assignments: assess kids 1st; what is needed to pass; who are the needy - focus on them; create a mix of assignments (blue book, Achieve-3000, fun assignment, readiness assignment - AR,speech).	Review material Understand it then break down Use short article Model rhetorical like we do in 9th
Teaching students basic skills such as telling time/reading a clock, their address, & public speaking	Allowing students to use activity time wisely.	More standardized activities in certain periods
Teaching independence through responsibilities & errands	Having students decide what responsibilities they choose	Rotate responsibilities & hold students accountable.
AP Lit - Hamlet analysis for the most part the detailed analysis showed good results.	Interfering in battles that are not mine	AP - more consistent focus on vocab & allusions
10th grade - consistent expectations of rigor changed the tone that the class began with - from majority indifferent & non-participatory to majority engaged & participating	11th grade (Period 5) - participation for a sizeable minority of students - I did not find a way to get more of them engaged in their own education.	Continue to ID 11th graders at risk and collaborate w/ magnet coordinators, counselors, & parents to find solutions.
Teach ELs to use technology (GoogleDrive, slides, documents, gmail, email)  Have ELs give a Final Oral Presentation using above technology	Various collaboration techniques for 9B students  Negotiation of class rules 9B	OUTSIDE professional support - BOUNDARIES - YOUTH & DRUGS (what's out there currently) - Social Media Usage and impact